

DESIGNING A MODEL OF CASE METHOD STRATEGY TO ENHANCE READING COMPREHENSION IN EAP COURSES FOR HIGHER EDUCATION

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Abstract: Improving education quality for the 21st century necessitates a strong focus on English Reading Comprehension for Academic Purposes (REAP), particularly in higher education. This competency is essential for enabling students to engage with global information and meet the demands of a competitive, interconnected world. Therefore, enhancing reading comprehension in English is vital, especially by employing a strategy that is innovative, creative, and effective. The Case Method Strategy, rooted in Problem-Based Learning (PBL), is identified as one of the most effective approaches to elevate REAP competencies. This strategy fosters creative thinking, inquiry-based learning, and problem-solving skills, allowing students to analyze academic texts critically. Within the REAP course framework, which aligns with Outcome-Based Education (OBE), the objective is for students to develop metacognitive abilities to interpret complex academic texts at an advanced level. To support the Case Method Strategy, complementary techniques, such as Inquiry Method and Discovery Learning, can be integrated into REAP learning. This study aims to present a comprehensive model for implementing the Case Method Strategy to improve REAP outcomes. Ultimately, the findings contribute valuable insights to English Language Teaching (ELT) by offering an effective, alternative teaching technique that enhances applied linguistics and reading comprehension in university-level education.

Keywords: *Reading Comprehension, Case Method Strategy, English for Academic Purposes, English Language Teaching, Learning and teaching quality*

INTRODUCTION

Developing a society with literacy and numeracy skills is an indication of a modern society and has high quality and reliability in global education (Annamalai et al., 2023; Bolsunovskaya et al., 2015). Thus, literacy and numeracy skills are the main and core indicators in an advanced society, as well as a parameter of quality education in a civilized society (Lestariningsih, 2018). To achieve high-quality standards of advanced society with academic practices, as illustrated above, is inseparable from fostering reading comprehension skills and competencies related to REAP. Consequently, it can be a determinative condition of the reading society, which is established, standard, and ideal. This hope can be optimized through various levels and types of education, especially in higher education, through the engineering of reliable learning approaches and methods;

More specific on the spread of the REAP course itself.

For this reason, in this study, it is considered that this ability can be achieved through strengthening quality reading comprehension competition (Isma & Nur, 2023; Valverde, 2021). In the context of this study, the author has designed and engineered a Reading English for Academic Purposes (REAP) learning strategy by applying a varied Case Method strategy and merging with other strategies, which are conducive and relevant as a characteristic of creative and innovative learning (Horikami & Takahashi, 2022). Based on the preliminary findings of this study, it can be reported that the reading comprehension competition in the Reading English for Academic Purposes (REAP) course has not shown satisfactory results in meeting ideal standards, as reliable and qualified academic candidates of University level (Xu et al.,

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2022). That's why, this study is expected to have a positive impact on improving the education quality through Reading English for Academic Purposes (REAP) courses.

Regarding the problem of still inadequate competence or reading comprehension, especially in the REAP course as found through the initial observation of this study. Due to this problem, the researcher conducted a study and literature review on what strategies and approaches are the most superior and effective in overcoming the limitations of reading comprehension abilities and competencies in reading English for academic purposes. From the results of the theoretical synthesis analysis of REAP learning approaches and strategies, it seems that the Case Method Strategy is superior because it can exhibit high cognitive activity, especially in terms of inquiry- and discovery-based problem-solving. The consequence of the Case Method strategy can trigger the creation of creativity thinking and innovation in solving learning problems. In addition, this Case Method strategy, which is open, can be merged or blended with other relevant strategies. For this reason, this study aims to represent a REAP learning application model based on the Case Method Strategy Approach, which has been designed in such a way and is considered to be able to solve the problem of limitations or inadequacies in reading comprehension in reading English comprehension. Or in other words, how to improve reading comprehension competence and comprehension in Reading for Academic purposes, by applying the Case Method strategy.

LITERATURE REVIEW

Strategy to Improve Reading Comprehension Skill

Talking about reading comprehension is very important skill for university-level learners, especially in REAP courses. This competency supports professional competitiveness related to specific scientific development, as well as professional

expertise related to certain scientific fields (Akpur, 2020; Basalama, 2022). For this reason, the acceleration of competency quality improvement can be pursued through creative and innovative learning strategies to support updating learning competencies in REAP courses. Several learning approach models have a strong impetus in developing reading comprehension competence, including optimizing the use of a variety of high-level questions, known as High order of thinking (HOTS) (Achmad & Miolo, 2021); optimization of the use of discovery, and Inquiry approaches; To strengthen the implementation of the learning-based model Problem Base Learning (PBL), and Project Base Learning (PjBL) model. For this reason, the emphasis of the Case Method Strategy is focused on learning the Problem-Solving Learning Base (Yang & Zhao, 2021).

More specifically in this study, the application of the Case Method Strategy is seen as more comprehensive and creative, as well as innovative in developing and accelerating reading comprehension competence effectively and comprehensively, whether maximally engineered by combining or combined with the approaches and learning techniques mentioned above (Akpur, 2020). For this reason, this study has been designed reliably and competitively as a model of applying the Case Method Strategy in learning REAP subjects openly at the University level, according to the objectives of REAP learning objectives (Kaplan Sayi & Akgul, 2021).

Thus, the pattern of the Case Method Strategic application model is designed openly and can be tested by utilizing variations in combination with other teaching approaches, which are considered relevant (Wu & Nian, 2021). In this context, facilitators and content creators of learning strategies for REAP courses can test and develop Case Method implementation strategies with creative and innovative combinative methods (Oikarainen et al., 2022). This context can be assumed in real terms that the Case Method Strategy

application model can effectively improve reading competency realistically, comprehensively, and holistically as well as atomistic as a high-level reading skill, namely learning problem-solving-based REAP courses in comprehensive reading learning (Crystal, 2020; Weise et al., 2020).

Case Method Strategy Development Steps in REAP Course

Based on the study of literature and references systematically, and comprehensively accompanied by empirical studies, the strategic steps of applying the Case Method Study have been designed in a rewarding innovative, and creative way

(Gilakjani et al., 2011; Tong et al., 2022). This strategy can be used optimally for the quality development of reading comprehension in the Reading English for Academic Purposes (REAP) course (Horikami & Takahashi, 2022; Kadel, 2020). The innovative and creative steps can maximally develop a high understanding and high-thinking activities nuanced learning Problem-Solving Base in learning Reading English for Academic Purposes (REAP) can be assembled and designed in the working table as follows.

Table 1. *Worktable the model and the steps for the Case Method Strategy implementation on Reading English for Academic Purposes (REAP) Courses at Higher Education*

<i>The Steps and the procedure of Case Method used</i>	<i>Case Method Application in Reading English for Academic Purposes (EAP)</i>	<i>Case Method Material of EAP.</i>	<i>Students' Activities and Tasks</i>	<i>The Objectives of activities or tasks</i>
Presentation of Reading EAP	Text One It should be emphasized that English for Academic Purpose (EAP) leads to the teaching of any English related to the purpose of the study(Tonks et al., 2021). In this context, it is necessary to know that learners who do not English as their first language need the help of their academic discipline Language lessons, as well as learning skills, especially those necessary for their academic goals (Xu et al., 2022). For this reason, it is necessary to explain specialist courses related to the academics he is forging. In this context, language skills are required, not only reading skills but also other skills, by adjusting to the context. For this reason, it is necessary to realize that in fact, learning situations are fickle; that's why, it is necessary to extend English as a National Language, which is used as a medium in teaching a subject course (Sewasew & Sanford, 2019).			
	Text Two In this context, one sometimes considers that EAP is a movement in an ESP (Ho, 2020). Therefore, it is necessary to consider that in this context should be based on the appropriate four different types of situations, and the facilitator needs to look carefully and carefully, It has been informed in the previous discussion that it is necessary to have a course account or look at the material before deciding on the subject matter (Haataja et al., 2022). Is it relevant to the situation of the learner himself? Furthermore, if you look deeply and in detail, it seems that the facilitator's strategy has been creative in taking a positive initiative, supporting the learning literacy of course participants, and collaborating with related departments (Xu et al., 2023).			
	Text three It should be noted that a major determinant of the EAP class is whether the course or class is taught in English or not. In this context, there are four categories or types of situations that need to be looked at. An example may be given in this situation, i.e. an entry-level Institution, some features may also apply to English learning at a secondary school; Which mainly in the upper class or Senior Height class who need to immediately enter a preparatory course to a University, where English is taught as an EAP component. An example of how to make lecture notes in English, of course, is not suitable and relevant to teaching how to read English as a situation of learning English, as a Foreign Language (Annamalai et al., 2023).			
	Text Four The four types of situations are: a. Identified a Country using English as a social language in everyday life, such as in the USA and the UK.			

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	<p>b. It is identified that a country uses English as a second language (ESL) situation, where English is widely and officially spoken in formal situations such as the Language of Education. This situation is found in the former colonies of the British colonies, for example in South Africa and Malaysia. This situation is called ESL specifically; as opposed to it the term 'general' as in the USA region applies to all teaching both EFL and ESL.</p> <p>c. A country is identified in a particular situation, such as using English as a medium of instruction, like a specific subject, for example in medicine, Engineering, or Science officially taught in English; Meanwhile, there might be other subjects and other levels of education are taught using the National Language.</p> <p>d. The fourth situation, all learning or course subjects are taught by utilizing English as the medium of instruction, as in the National Language. So, while English whether oral or in written form is important to be taught to the learner, that triggers obtaining added skills in improving reliable communication. It seems that these conditions alternate to force improving the learner's skill doing global communication and competitively.</p>			
	Sharing argumentation in identifying the main idea	Inquiry Method	Building interaction & Working collaboratively in exploring key ideas.	Finding the main idea in one paragraph
	Presenting questions ranging from simple questions (Low Level to High level (HOTS), namely level 4 (application Level), level 5 (synthesis Level), and level 6 (evaluation or creating level)			
	The Types of Simple Questions or Low Order of Thinking:			
	Level 1 (remember Level), --Question level 2 (Comprehension Level), level 3 (Level analysis)			
Lead in the learners' comprehension of Reading - EAP activity to digging up or use probing questions, applying Multiple Case Method steps in EAP reading activity	Sharing opinion in identifying details or the main idea	Discovery Method & Problem-Solving Base	Exploring ideas, opinions based on the arguments put forward.	Optional responds that might be performed: It might accept, agree or reject the ideas of classmates in discussion contexts .
	Finding the elaboration of roots of the difficult words, and justify the appropriate use based on contexts	Applying Inquiry Method and strategy	Searching for a word's meaning is difficult based on the context of the EAP.	Understanding and underlining the meaning of such difficult words.
	Restating the content of Reading EAP using your own words	Discovery Method & Problem-Based Learning.	Train themselves to formulate a content statement of Reading EAP material	Have the ability to formulate a statement about the content of the text, and have a deep understanding of the text.
To facilitate the learners on doing analysis in interpreting, and synthesizing the content of Reading EAP by using a metacognitive analysis strategy.	Assembling, building and developing strategic discourse	Develop Q&A interactions in exploring learners' understanding by using HOTS-based problem questions for text and essays.	Interpreting question-and-answer statements, and expressing question-and-answer formulations through multi-discourse interactions in the development of a deep understanding of texts and essays.	Gaining proficiency and skills in analyzing, interpreting, and synthesizing, through a metacognitive analysis strategy.
	Implementing problem-	Application of	Responding to	Having skills in

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Facilitating the learners to draw conclusions	solving-based and HOTS-themed questions Formulating a thesis or a conclusion from the content of Reading -EAP.	Case Method in Reading EAP, to develop high thinking and creativity in thinking in solving learning problems, Maximize the practice of formulating a thesis based on the content of paragraphs and essays.	HOTS-based problems and questions and problem-solving with deductive rational argumentation and empirical facts. Formulate a thesis as a form of conclusion.	solving cases and problems based on Context. Proficient in compiling a thesis or conclusion of a text and essay.
Facilitates the learners to make rephrases of a text or essay, through meta-cognitive analysis	Training the learners to compile rephrase based on the main idea and supporting ideas that have been identified in a text	Demonstrate the creation of rephrases of a text and essay.	Practicing strategies and how to rephrase a text and essay.	Proficient in rephrases of texts and essays.
Facilitate the learners to make a summary in a paragraph and essay through meta-cognitive analysis	Training the learners in building a summary in paragraphs or essays	Using the discovery method, & Problem-solving strategy in loading a summary a text and essay	Practice making reliable summaries based on a text or essay	Proficient in making reliable summaries of texts and essays.
Graduate Learning Outcomes (GLO)	Able to apply systematic, logical, critical, and innovative thinking in the context of implementing developed science and technology, by paying attention to and applying the humanities values in the field of English Language Education (GLO);			
Course Learning Outcomes (CLO)	1. Being able to apply the metacognitive analysis in reading strategy to the pattern of the reading text organization (Sub-CLO 1). 2. Being able to apply the metacognitive analysis in reading strategies, in order being able to summarize and paraphrase the reading text, (Sub-CLO 2) 3. Being able to apply metacognitive analysis in reading strategy, in order being able to cope with the <i>academic reading text</i> (Sub-CLO 3). 4. Being able to demonstrate the results of understanding reading strategies in the reading <i>pattern of organization of the reading text</i> , summarizing and paraphrasing, and academic reading text (Sub-CLO 4)			
Description of Learning Objectives	This course aims to provide knowledge and experience to students in improving English reading skills comprehensively with the main emphasis on the application of metacognitive reading patterns of organization of the reading text, summarizing and paraphrasing, and academic reading text			
Study Materials / Learning Materials	Pattern of Organization Summarizing Thinking Skills Academic Article TOEFL Reading Section			

METHOD

The purpose of this study is to establish an application mode of the Case Method in EAP learning at the University Level (Marty et al., 2022). Realizing the objectives of this study is forged several steps of study

activities which are packaged as a method and related to the focus of this study, among others: The first step conducts a deep and comprehensive rational study, by conducting a synthesis study of theories and research results that are relevant to the focus of this

research, namely reading comprehension, the nature of academic texts and reading materials or materials for academic purposes. It's also, the academic concept of related reading comprehension learning strategies including the Case method, problem-based learning, discovery, and inquiry method.

Methodologically, these steps can be packaged as a package of systematic and comprehensive research methods in compiling research results in the form of teaching model strategy formulation. Of course, the learning model strategy that has been found is ready to be tested and verified empirically. Optionally, the study of the design of the learning model can be done jointly and simultaneously; Or separately with validation tests and empirical verification. In the context of the study of validation tests and empirical verification, both simultaneously and separately, it aims to test the advantages and effectiveness of a learning model, by using a research design according to the research objectives that are expected by the author. In the context of this empirical test and verification, of course, it will examine whether the learning model strategy that has been assembled in such a way can reliably improve learning outcomes in certain areas, such as reading comprehension in REAP.

Based on the packaged step one above, this research implementation uses separate empirical tests and verifications. Or it can be stated that the final result of this research is to find a reliable, innovative and creative learning strategy model in improving reading comprehension in REAP courses in universities, which can be tested empirically in the context of further research. Thus, this study, using the steps package, in collecting empirical data of this research systematically and comprehensively as a basis for assembling learning strategies that have been selected and favored; Namely Case Method Strategy to improve reading comprehension in REAP courses (Dou et al., 2021). To find a Case Method Application Model (CMAM) that is varied

and challenging as well as reliable, flexible, and open (Giacomazzi et al., 2022).

The second step is to carry out empirical observations about the implementation of REAP learning in the English Language Education Study Program, Faculty of Arts and Culture, Gorontalo State University; The empirical study activity is done by the authors, to obtain material for adjusting the effectiveness of the model to be formulated, especially the context of the Case Method application model in learning REAP courses (Beaulieu et al., 2018).

About the above, the identification of the focus of this empirical study can be expressed in matters related to learning plans, learning implementation, identification of various learning strategies, nuances of learning interaction models, identification of presentation studies of various questions associated with cognitive levels based on the theory of Blooms 1956, assessment models realized in the context of learning, and models of strengthening competencies creative and innovative, as well as the application of learning media in the vehicle for integrating computer technology information, and learning feedback models (Giacomazzi et al., 2022).

Third, conducting empirical data analysis and study, strengthening the case method development as a new strategy that is ready to be applied in learning REAP courses. The results of this study is the engineering model of applying the Case Method Strategy in learning REAP courses. This new model design is expected to develop and accelerate the quality of Reading Comprehension learning outcomes in that course (Kindenberg, 2021). Furthermore, it can be tested publicly in the academic community of facilitators and content creators of the REAP course design, as a form of reflection and validation of the research findings about the Case Method Strategy, as a new model in this study, which is ready to be tested for application in the context of further research. (Heyne et al., 2020).

RESULTS AND DISCUSSION

Some important points and highlights that have been found in the study of both rational studies and empirical studies support the acceleration of reading competency-related understanding in the development of learning quality Reading English for Academic Purposes, among others can be presented in this paper, including; The first the findings of the theoretical study as presented by Giacomazzi (2022) that to improve the quality of learners' understanding, it is necessary to direct inquiry activities by asking and presenting a variety of questions. The consequence can stimulate and increase curiosity through the search for valuable information, as well as efforts to clarify the accuracy and validation of information in learning activities. This argument is in line with Weise's (2020) view that the learning model based on the presentation of a variety of questions asked by both students and facilitators in learning can strengthen the power of discovery in the search for information, as well as form a multi-interaction in the form of problem-solving discussions, thicken students' analysis and understanding of a science-based concept. Thus, this context can serve as an instrument for deepening and strengthening the comprehensiveness and understanding of a case. The ideas that realize them can play a role as a form of problem-solving solution in learning, including in the coaching and training of reading English comprehension. So, presenting a variety of questions can be a medium to encourage students to think creatively, innovatively, and problem-solve (Xu et al., 2022). These various questions are efforts to encourage updating reading comprehension competencies in the Reading for Academic Purposes (REAP) course

(Isma & Nur, 2023). That can be based on the elaboration of Bloom's theory known as cognitive level elaboration in creative thinking or academic thinking in problem-solving, to encourage the creation of thesis formulation or important highlights as a statement of developing solutions to solve learning problems (Llera & Newman, 2020; Reid et al., 2014).

The cognitive level of thinking can be used as a foundation for forming intensive learning based on cognitive levels. In this context, the elaboration of Bloom's 1956 theory, has become a common reference in the world of Education; Where in the theory, the creation of a taxonomy of action verbs has been identified, which is measurable in describing the size of cognitive levels or Intellectual Questions (IQ) based on the weight of thinking levels (Akpur, 2020; Kaplan Sayi & Akgul, 2021). As a result, this can help facilitators and learning designers in designing the quality weight of learners' thinking activities, including at the level of higher education. This cognitive level, as well as acting as a description of the learning competence of a course, includes Reading English for Academic Purposes (REAP) (Akpur, 2020). Thus, this cognitive level can be used as the basis and basis for assessing the achievement of learning objectives, which shows as a measure of the success of the learning process, as well as an indication of students' creative behavior in learning, and the media of thinking intelligence, as well as a vehicle for the formation of innovative learning outcome products (Bolsunovskaya et al., 2015; Valverde, 2021). The elaboration of these cognitive levels according to the theory of Blooms (1958), can be observed in the following table.

Table 2. Some Samples of Action Verbs that Demonstrate Critical Thinking

						EVALUATION
						Assess
						SYNTHESIS
						Argue
						Assemble
						Appraise
						Arrange
						Compare
						Choose
						Evaluate
						Estimate
						Conclude
						Interpret
						Judge
KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION	
Name	Explain	Demonstrate	Examine	Devise	Rate	
List	Discuss	Employ	Distinguish	Manage	Score	
Recall	Identify	Interpret	Differentiate	Formulate	Justify	
Tell	Express	Illustrate	Diagram	Design	Revise	
Record	Recognize	Operate	Experiment	Organize	Measure	
Relate	Tell	Sketch	Inventory	Propose	Value	
State	Translate	Schedule	Inspect	Prepare	Support	
Repeat	Restate	Practice	Question	Plan	Select	
Underline	Interpret	Use	Test	Setup	Create	

Adapted from Bloom's theory (1956)

The second is related to the weight of competencies being projected to be achieved by REAP course learners. According to the nuances of 21st-century learning, learning, including REAP courses at higher universities, it is necessary to develop high-thinking competencies referred to in learning in general as the high order of thinking (HOTS) (Heyne et al., 2020); Thus, students' attitudes and behaviors need to be formed to have an action, which is accustomed to a high way of thinking (Xu et al., 2023).

According to the analysis of Bloom's theory above, this high thinking can be formed based on the HOTS competency level, namely the presentation of a variety of questions oriented to question categories that are at the analysis level, and synthesis pragmatics, to thinking solutions or products of educational or learning outcomes of the REAP learning process implementation in the Higher Education (Annamalai et al., 2023; Bolsunovskaya et al., 2015). And finally, the form of reading comprehension

competencies as a result of REAP learning can be sharpened as comprehensively for REAP students (Horikami & Takahashi, 2022). Thus, the portion of cognitive levels associated with HOTS, needs to be maximized, to trigger students to think highly and lead to problem-solving-based learning outcomes (Snyder et al., 2000); Thus, from such a learning process, it can be concluded that there is a positive relationship between the design and application of Case Method Strategy-based REAP learning with the acceleration of the formation of reading comprehension competencies based on problem-solving learning outcomes.

In connection with the above, in the design of this Case Method Strategy, the empowerment of HOTS-oriented questions can be maximized systematically and comprehensively, as an effective instrument (Dou et al., 2021). This can also trigger the formation of effective student collaboration and communication competencies, as an indication of nuanced learning in the current

21st century (Dou et al., 2021). This context is based and based on the results of knowledge and broad insight in certain areas of scientific specification (Valverde, 2021). Consequently, learners have been equipped and given maximum opportunities to conduct in-depth, atomistic, and comprehensive problem-solving communication and discussion (Heyne et al., 2020), as a result of the application of Case Method strategies to learning outcomes, which have been discussed jointly and collaboratively by REAP learners (Haataja et al., 2022). Then it is formulated as a vehicle for thesis or scientific conclusions as meaningful learning outcomes and stored in the long-term memory of REAP learners in Higher Education (Heyne et al., 2020).

The third is the engineering of the Reading Comprehension learning strategy based on the REAP course; In designing a reading comprehension learning model by applying the Case Method Strategy can be done and designed by combining other strategies based on the target goal intended to be achieved (Kindenberg, 2021). For example, combining discovery learning methods and techniques, Inquiry learning, Problem Base Learning (PBL), or Project Base Learning (PjBL), and so on. The fourth is to accompany reading comprehension competence with other competencies, which form cultural-based communication competencies and specific expertise targets related to certain fields of science in building acceptance of expression according to the traditional customs of an ethnic group while fostering collaborative workability competencies in a work team (De Malsche & Cornips, 2021). Thus, comprehensive reading comprehension can be utilized in communicating science broadly and communicatively, consequently as well as being able to form cooperation competencies (de Jong et al., 2023).

The specific skills that can be shown in reading comprehension skills are related to the development of knowledge as well as scientific socialization through scientific exploration both orally and in writing, such

as the skill of identifying the main idea in a text, rephrasing, as an indication of the reinterpretation of scientific information, digesting text content densely through highlight statements, through meta-cognitive analysis (Salmani-Nodoushan, 2020). Consequently, it can support the competence to conclude a text expression through strategic discourse strategies (Eiswirth, 2020).

CONCLUSION

Based on the description above, several highlights as important conclusions of this study which are based on rational studies and empirical studies; Firstly, this study succeeded in finding, formulating, and assembling a model of the Case Method Strategy (CMS) design, as a learning design model of Reading English for Academic Purposes (REAP) which is seen as a strategy superior to other strategies in improving reading comprehension in REAP courses. Basically, the core of this CMS model is to strengthen the reading comprehension of academic texts, called academic purposes, through academic discovery and inquiry activities, accompanied by analytical synthesis activities, and strengthen metacognitive analysis competencies, for the texts read and analyzed. That's way, the Model of Case Method learning strategies leads to leading to problem-solving learning based on Outcomes Base Education (OBE), to develop and expand scientific insights in certain fields, and expertise of certain experts.

Secondly, this CMS model actualizes learning activities to gap strategically interactive discourse that can lead to multi-interaction and strategic implementation of communication interactions for REAP course learning. In this context, the interaction must be supported and constructed by presenting a variety of questions proportionally between low, medium, and high cognitive level questions or HOTS; When emphasis is placed on increasing or accelerating high thinking,

and high and deep understanding, then the portion of presentation of high variety questions needs to get a higher portion than the cognitive level of other questions.

Thirdly, the combination of the application of this Model of Case Method Strategy can be optimized comprehensively, to strengthen the objective of reading comprehension in the REAP course. In that, realizing the Case method for problem-solving activities needs to be realized in the nuances of problem-solving discussions based on high comprehension reading competence, on a text framed by a theme or focus of strategic discourse. Thus, language activity exercises can be designed in such a way as to be in the learner's worksheet assignment, based on certain discourse themes, according to the presentation of REAP course learning materials.

Fourthly, another important highlight that was found and can be formulated in this study, is that in implementing this CMS Model, special attention is needed from facilitators and content creators from REAP courses, both in the learning planning stage of the REAP course, and in the implementation stage of the learning process, namely several competencies need to be formulated and realized in such a way, including communication competence, teamwork collaboration competence, and creative, innovative thinking competence, Competence and habit of answering questions at the cognitive level of HOTS, and competence, which familiarize Information Technology Computer (ITC), as a holistic and comprehensive learning medium in various contexts, as an effort to support the realization of learning contexts throughout the ages, in the form of machine learning, automation learning, and long-life learning contexts, as an indication of nuanced learning in the 21st century.

Fifthly, in the assembly of this CMS Model, an assessment of the effectiveness of learning strategies has been carried out to be realized in the design of the REAP learning model based on the CMS Model of this study product, by testing, analyzing,

and realizing the linearity between the learning objectives, the appropriate assessment and the strategy, by applying the *Understanding by Design (Ubd) approach*. In principle, the findings and assemblies of this CMS model in this study are still widely open to be varied and combined, with other strategies, that are relevant such as Problem-Based Learning strategies, Project Learning, or discovery and inquiry learning approaches as innovative and creative learning model; Finally, this assembled and formulated CMS model, as a new model in REAP learning, can further be empirically tested for its significance in improving reading comprehension in the context of REAP courses in universities.

RECOMMENDATION

First, it is expected that the results of this model of Case Method Strategy engineered can be a meaningful representation of developing the reading comprehension learning quality, that supports the English for Academic Purposes (EAP) course effectively and comprehensively. For this reason, it can be recommended to use the results of this study, as a reference in designing the REAP learning course.

Second, further researchers can make the basis for the results of this study, in conducting a study on the development of the application of this Model of Case Method in planning the REAP learning strategy by, combining it with other strategies. So that a new model can be designed for learning REAP courses.

The third is in the learning of the REAP course, facilitators and content creators of the REAP course, can modify the learning steps according to the objectives to be achieved in a learning design.

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